DOCUMENT RESUME

ED 386 820 EA 027 034

TITLE	The Pocket Condition of Education, 1995.
INSTITUTION	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-95-817
PUB DATE	Sep 95
NOTE	21p.; For the complete 1995 report, see ED 383 119.
PUB TYPE	Statistical Data (110)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Elementary Secondary Education; Enrollment Trends; Graphs; Higher Education; *Outcomes of Education; *School Statistics

ABSTRACT

The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. This pamphlet provides 14 charts that represent a small sample of the 60 indicators contained in the "Condition of Education, 1995" report. The charts present information on the following topics: (1) participation in center-based early childhood programs before kindergarten; (2) immediate transition from high school to college; (3) trends in reading proficiency of 9-, 13-, and 17-year-olds by race/ethnicity; (4) high school mathematics and science course-taking patterns; (5) transition from high school to work by race/ethnicity; (6) activities of 1990 2-year college students; (7) international comparisons of educational attainment; (8) welfare recipiency by educational attainment; (9) elementary and secondary school enrollment; (10) student mobility; (11) crime in schools; (12) national index of public effort to fund education; (13) teacher salaries; and (14) teacher literacy. (LMI)

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The purpose of the Center is to collect and report "statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education."—Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001).

September 1995

NATIONAL CENTER FOR EDUCATION STATISTICS

THE POCKET CONDITION OF EDUCATION 1995

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U.S. Department of Education
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NCES 95-817

The following charts are a small sample of the 60 indicators contained in the ***Condition of Education, 1995***.

Since 1870, the federal government has been gathering data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. This ***Condition of Education*** includes data and analysis on a wide variety of issues. The indicators in the 1995 edition are in six sections:

- Access, participation, and progress;
- Achievement, attainment, and curriculum;
- Economic and other outcomes of education;
- Size, growth, and output of educational institutions;
- Climate, classrooms, and diversity in educational institutions; and
- Human and financial resources of educational institutions.

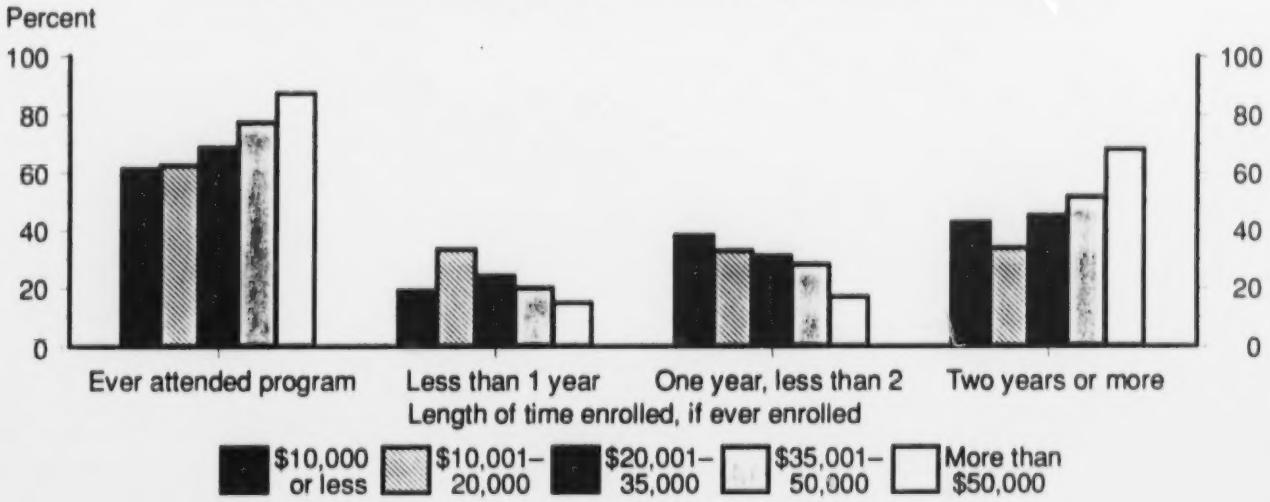
The indicators use data from government and private sources. The book also includes overviews of each issue and additional tables and information for each indicator.

To receive the complete ***Condition of Education, 1995***, see the ordering information at the end of this booklet.

Participation in center-based early childhood programs before kindergarten 1

Many early education experts believe that children are better prepared for school if they have participated in some high quality group care or nursery school. Students from high income families were more likely to participate in center-based early childhood programs than students from more moderate or low income families.

Percentage of first-graders who participated in center-based programs before kindergarten and length of time enrolled, by family income: 1993

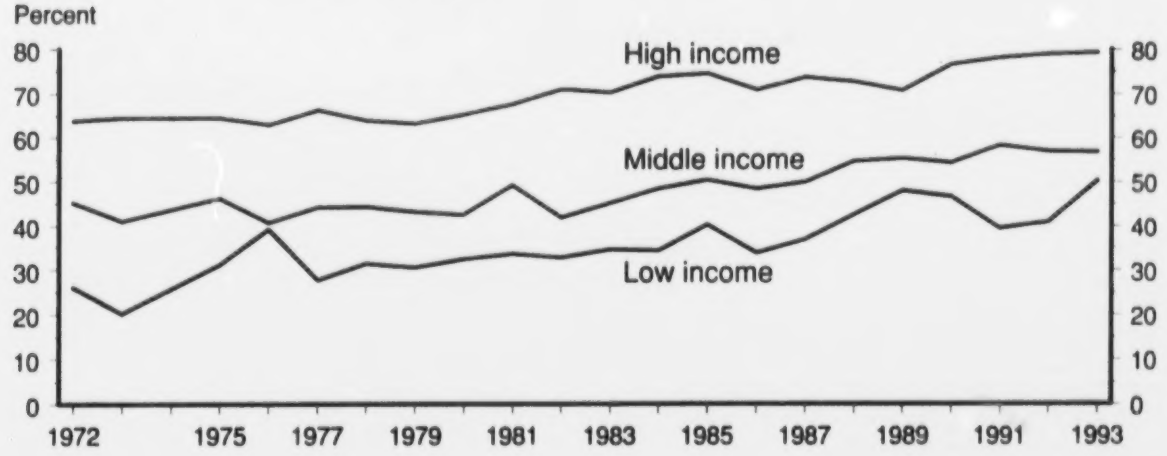


SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1993.

Immediate transition from high school to college 2

The percentage of high school graduates enrolled in college the October following graduation is a leading indicator of the total proportion of that year's graduates who will ever enroll in college. Between 1973 and 1993, the proportion of high school graduates going directly to college increased from 47 to 62 percent.

Percentage of high school graduates enrolled in college in the October following graduation, by family income: 1972–93



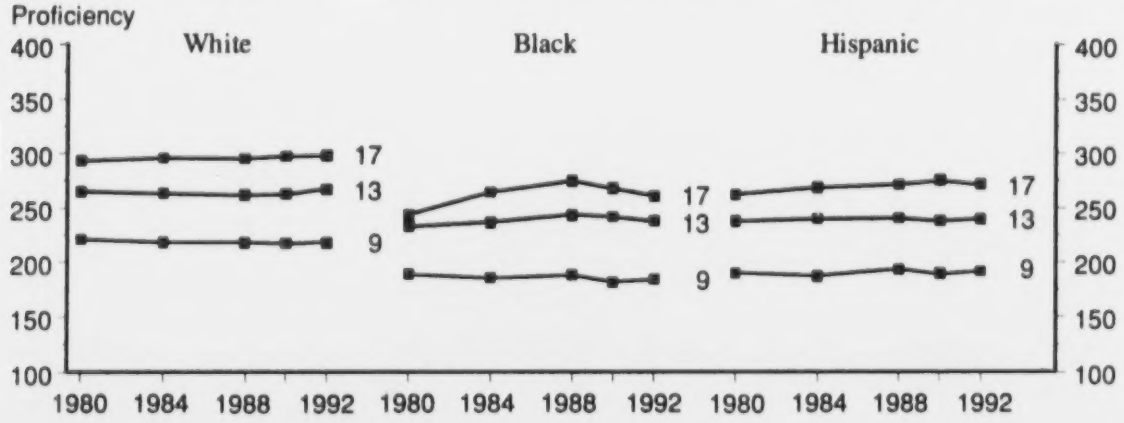
NOTE: Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in-between.

SOURCE: U S Department of Commerce Bureau of the Census. October Current Population Surveys.

Trends in the reading proficiency of 9-, 13-, and 17-year-olds

A student's ability to read is essential to the educational process. If students fall behind in reading proficiency, they may find it difficult to benefit from other aspects of the curriculum. In 1992, the average reading proficiency score of black 17-year-olds was 36 scale points below that of white 17-year-olds and was similar to the average proficiency scores of white 13-year-olds. Between 1975 and 1992, the gap between white students and their black and Hispanic counterparts decreased for blacks at all three age levels and for Hispanic 17-year-olds.

Average reading proficiency (scale score), by race/ethnicity and age: 1980–92



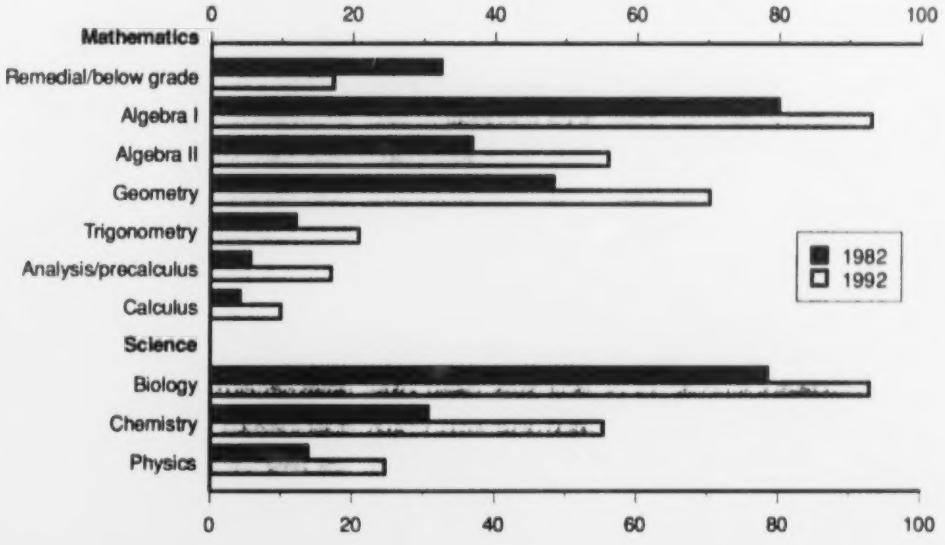
NOTE: The reading proficiency scale has a range from 0 to 500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends In Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; Writing, 1984 to 1992*, 1994.

High school mathematics and science course-taking patterns 4

Courses in mathematics and science can teach students to use higher level thinking skills to solve complex problems. These skills are considered valuable both in educational and marketplace settings. High school graduates in 1992 were more likely to take mathematics courses at the level of algebra I or higher and science courses at the level of biology or higher than their counterparts in 1982.

Percentage of high school graduates taking selected mathematics and science courses: 1982 and 1992

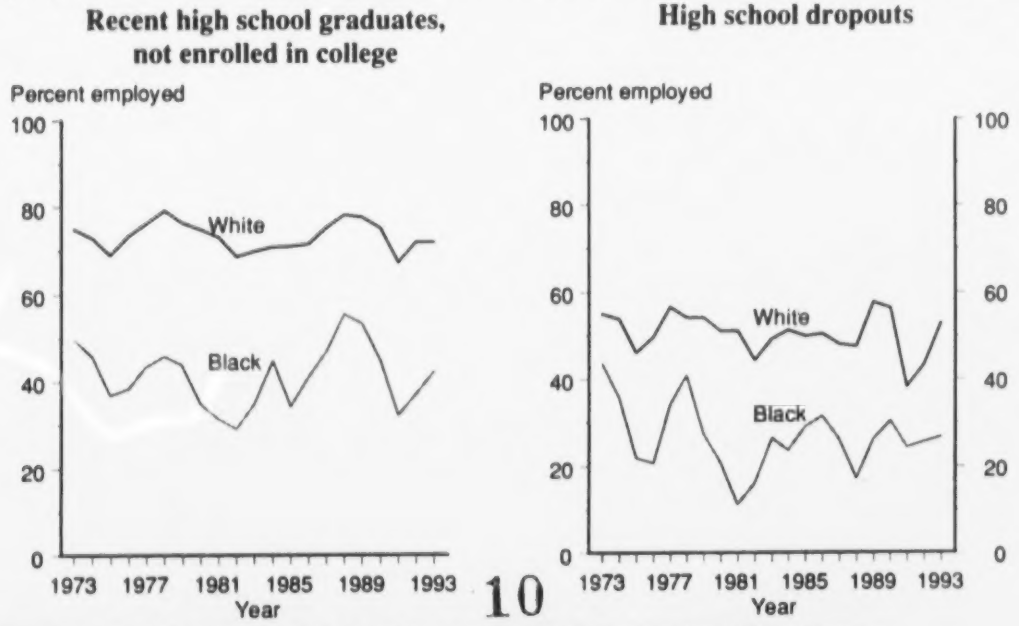


SOURCE: U.S. Department of Education, National Center for Education Statistics, *High School and Beyond Transcript Study*; and *National Education Longitudinal Study Transcripts*, 1992.

Transition from high school to work

The employment rate among school leavers, both those who have not finished high school and those who have not gone to college, is an indication of the ease of making the transition from high school to work. In 1993, 64 percent of recent high school graduates not enrolled in college were employed compared to 47 percent of recent dropouts. Nearly every year between 1973 and 1993, white dropouts were more likely to be employed than black high school graduates not enrolled in college.

Employment rates of high school students, by race/ethnicity: October 1973–93

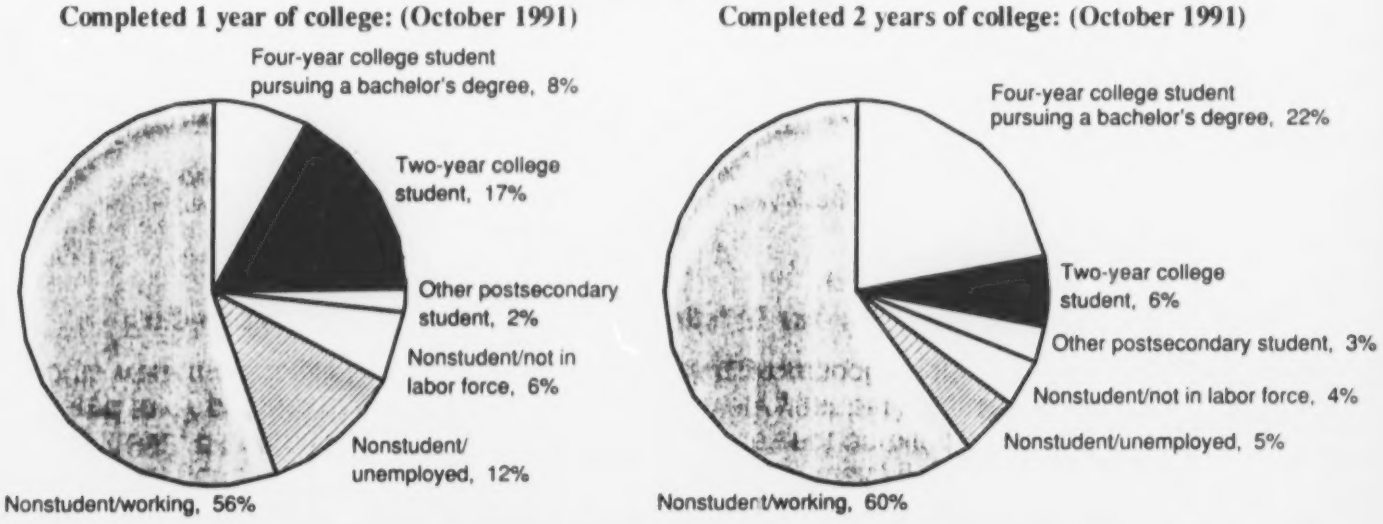


SOURCE: U.S. Department of Commerce, Bureau of Census, October Current Population Surveys.

Activities of 1990 2-year college students 1 year later 6

Following the next-year activities of 2-year college students provides an indication of how students are using 2-year colleges to further their educational goals. In 1990, only one-quarter of first-year community college students were enrolled in some form of higher education the next year. And, about one-fifth of second-year community college students transferred to 4-year colleges or universities.

Activities of 2-year college students in October 1990 1 year later, by years of college completed in October 1991

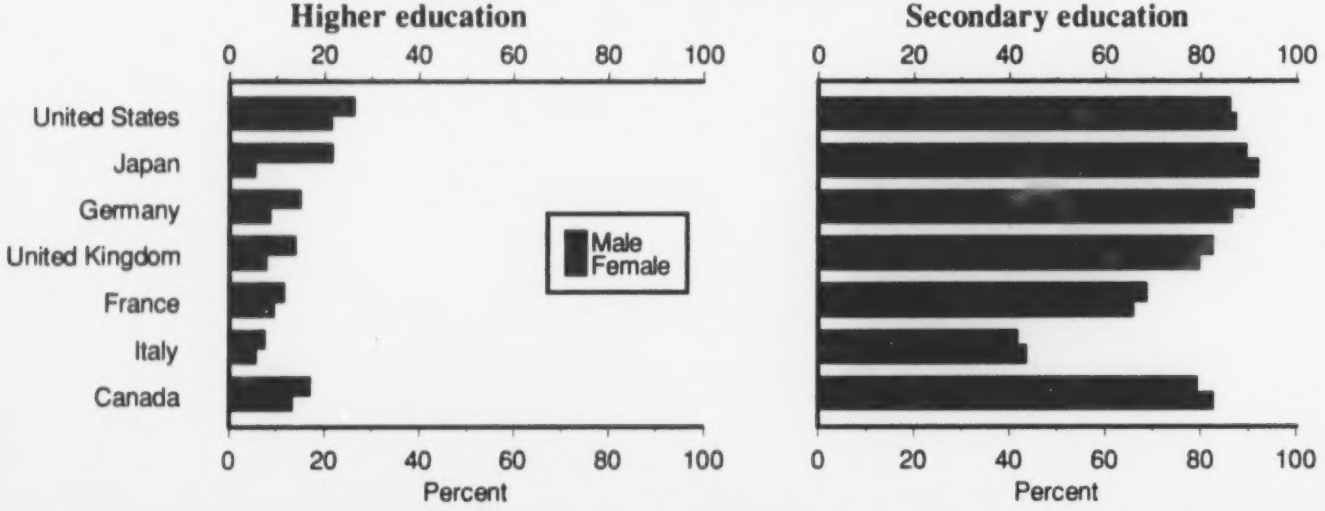

Completed 1 year of college: (October 1991)
Four-year college student pursuing a bachelor's degree, 8%
Two-year college student, 17%
Other postsecondary student, 2%
Nonstudent/not in labor force, 6%
Nonstudent/ unemployed, 12%
Nonstudent/working, 56%
Completed 2 years of college: (October 1991)
Four-year college student pursuing a bachelor's degree, 22%
Two-year college student, 6%
Other postsecondary student, 3%
Nonstudent/not in labor force, 4%
Nonstudent/unemployed, 5%
Nonstudent/working, 60%

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1991.

International comparisons of educational attainment

The percentage of the population completing secondary and higher education in the United States and other highly industrialized countries provides an indication of the skill level of the U.S. workforce as compared to its economic competitors. The educational attainment of the U.S. population is high compared to other large industrialized countries.

Percentage of 25- to 34-year-olds in large industrialized countries completing secondary and higher education, by sex and country: 1992



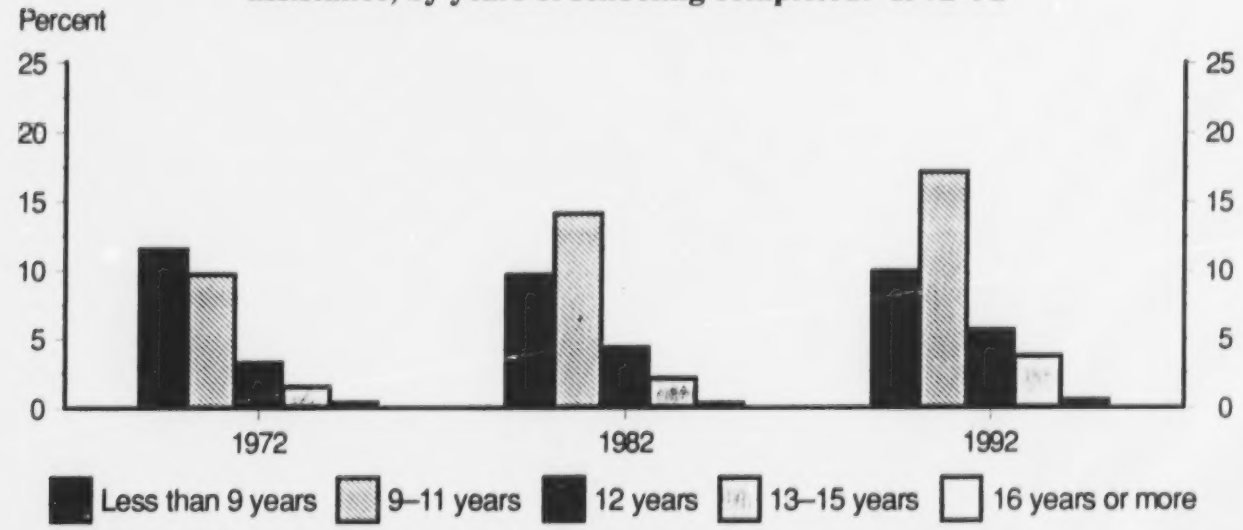
NOTE: In the United States, completing secondary education is defined as graduating high school or earning a GED; completing higher education is defined as earning a bachelor's degree or more.

SOURCE: Organization for Economic Co-operation and Development, Indicators of Education's Systems, *Digest of International Education Statistics,* 1995.

Welfare recipiency, by educational attainment

One possible benefit of the availability of free or low cost education is reduced reliance on welfare and public assistance programs among those who attain higher levels of education. In 1992, high school dropouts were three times more likely to receive income from AFDC or public assistance than high school graduates who did not go on to college.

Percentage of persons 25–34 who received income from AFDC or public assistance, by years of schooling completed: 1972–92

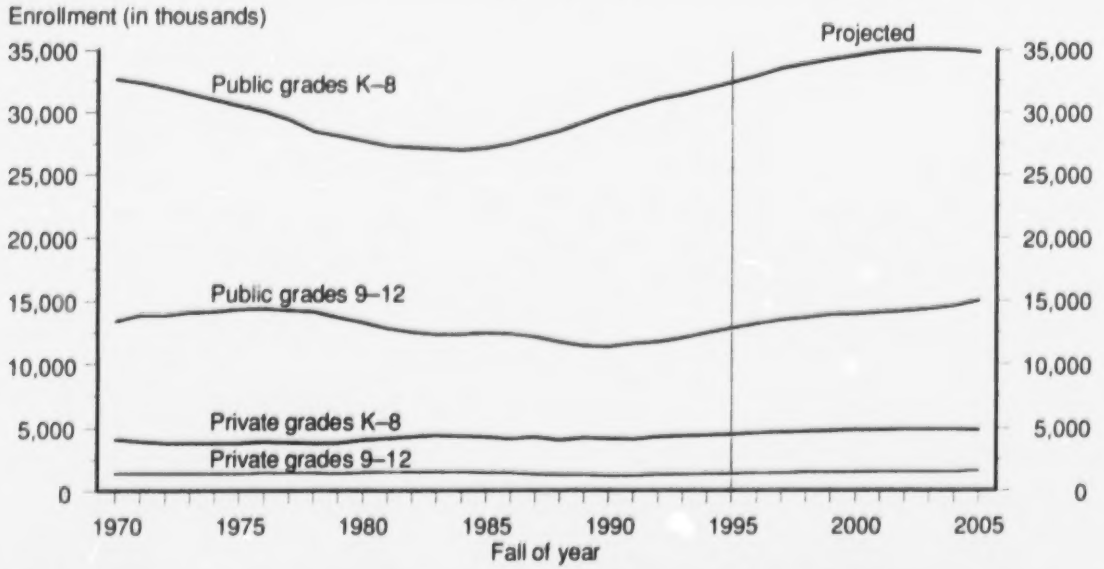


SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Elementary and secondary school enrollment 9

School enrollment is one measure of the size of the education system and of the demand for teachers, buildings, and other resources. From 1984 to 1994, total public school enrollment rose 13 percent, after falling 15 percent between 1970 and 1984; public schools continue to enroll almost 9 out of 10 children.

Elementary and secondary enrollment, by control and level of school: Fall 1970–2005

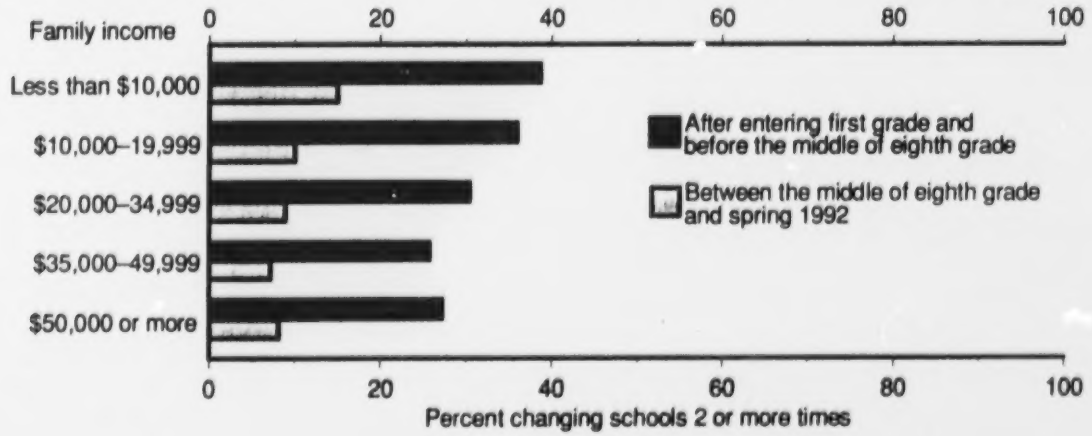


SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, (based on Common Core of Data) tables 3 and 40; *Projections of Education Statistics to 2005*, 1994, table 1.

Student mobility

Students change schools for academic, personal, and family-related reasons. Those who make frequent school changes can experience inappropriate placement in a new school, lack of continuity of lesson content, disruptions in social ties, and feelings of alienation. In general, students from low income families were more likely to change schools two or more times after entering first grade and before the middle of eighth grade than were students whose annual family income was higher.

Percentage of 8th-graders in 1988 who changed schools between entering 1st grade and the middle of the 8th grade, and between the middle of the 8th grade and spring 1992

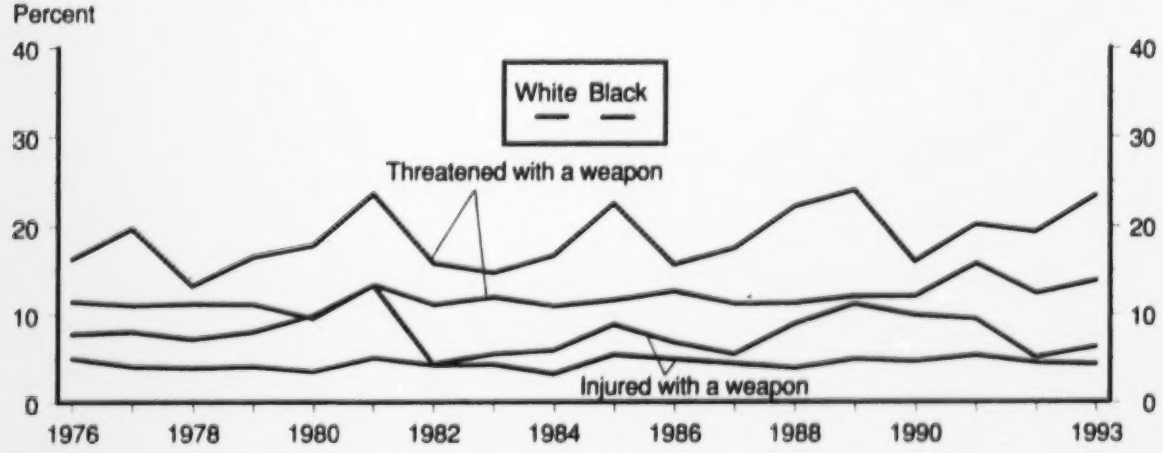


NOTE: Mobility measures the number of times a student changed schools, excluding changes due to single grade or level promotion.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year (1988) and Second Follow-up (1992) Surveys.

In recent years, educators and policy makers have voiced growing concern about possible increases in the incidences of school-related criminal behavior. Victimization rates of high school seniors changed little between 1976 and 1993, with the exception of a slight increase in the percentage of students who reported being threatened both with and without a weapon. Black and white seniors were about equally likely to report being victimized at school, except that blacks were more likely than whites to have been threatened or injured with a weapon.

Percentage of high school seniors who reported being victimized at school, by type of victimization and race/ethnicity: 1976–93

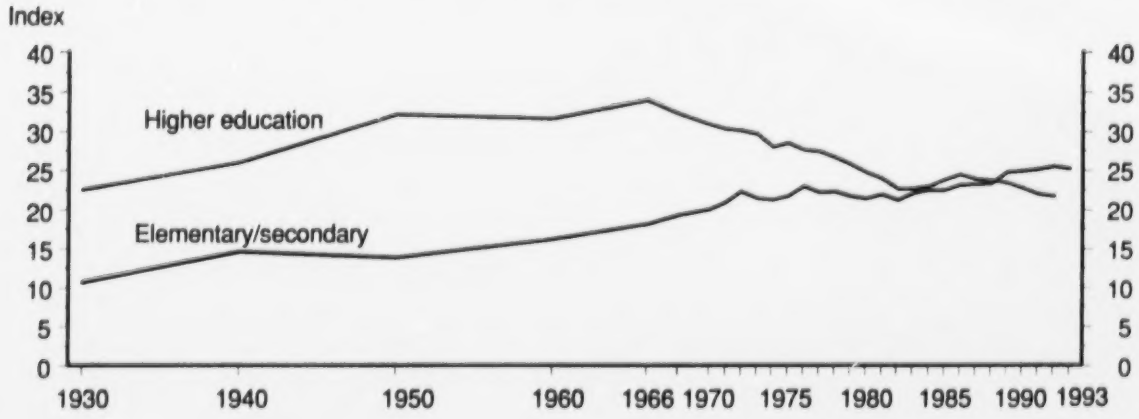


SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study.*

National index of public effort to fund education 12

The national index of public effort to fund education reflects monies raised to educate the average student relative to the taxpayer's ability to pay. The index of public effort to fund elementary and secondary education was 25.3 in 1993, down slightly after a 4-point increase between 1982 and 1992. The index of public effort to fund higher education was 21.8 in 1992, the lowest level since 1930.

National index of public effort to fund education (revenues per student in relation to per capita personal income), by level: Selected school years ending 1930–93

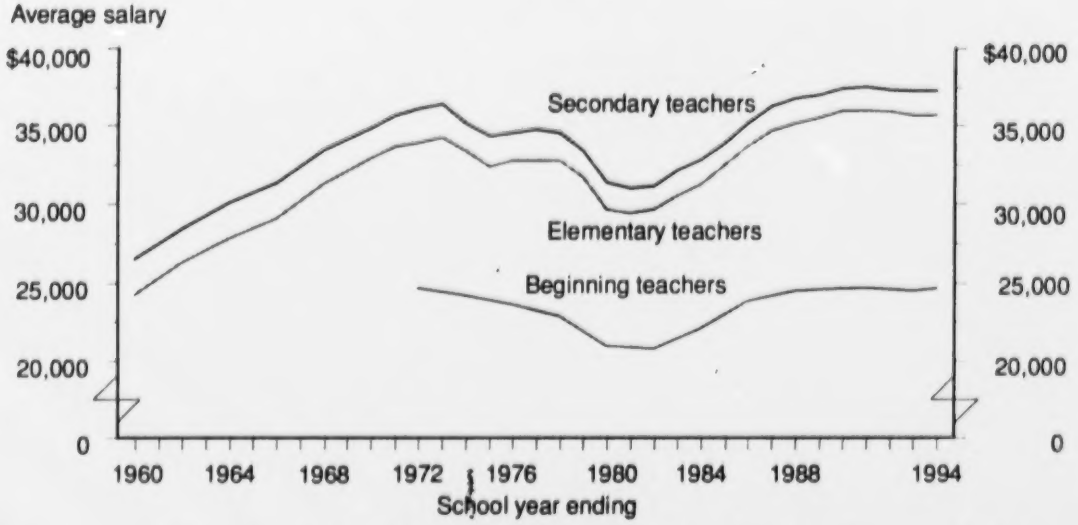


SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994* (based on Common Core of Data and IPEDS/HEGIS surveys of fall enrollment). U.S. Department of Commerce, Bureau of Economic Analysis, *Economic Report to the President*, February 1994, table B-114.

Salaries of teachers 13

Teacher salaries constitute a major portion of the elementary and secondary budget, and good teachers are central to a high quality education system. Average teacher salaries in public schools were higher in 1994 than in 1960, although most of the gain since 1981 only recouped losses incurred during the 1970s.

Average annual and beginning salaries (in 1994 constant dollars) for public school teachers: Selected school years ending 1960–94

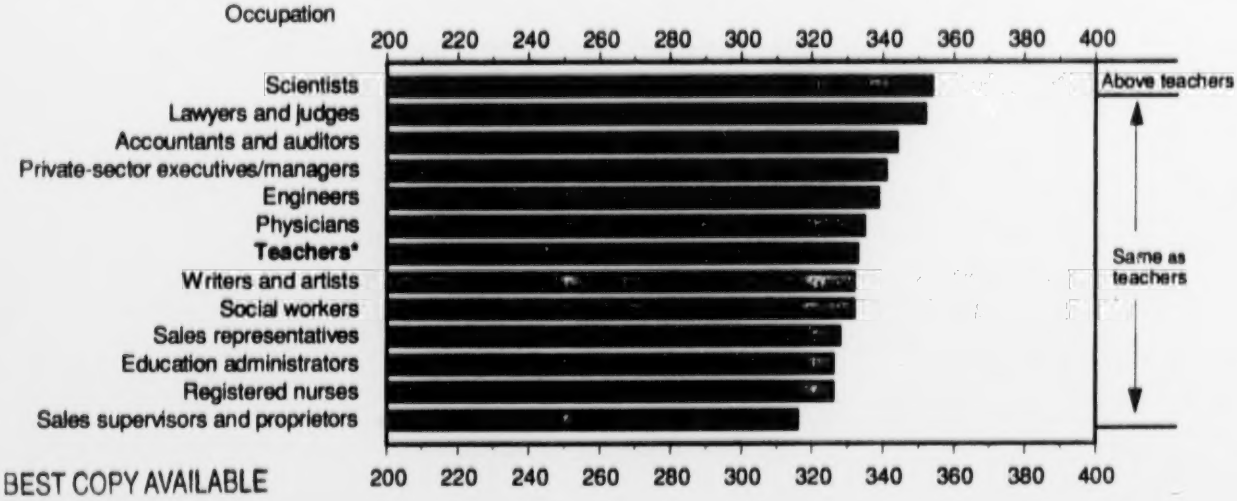


SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1994*, table 77. National Education Association, *Estimates of State School Statistics, 1993–94* (Copyright © 1994 by NEA).

Literacy of teachers

An important issue in the education reform debate is the effect of comparatively low salaries on teacher quality. Prose literacy scores are one of the best available measures of verbal ability, a factor identified by research as being associated with teacher quality. In 1992, teachers had literacy skills similar to college graduates in many other occupations.

Average prose literacy scores of full-time employed bachelor's degree recipients, by occupation: 1992



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*Includes prekindergarten and kindergarten teachers, elementary school and secondary school teachers, teachers in special education, and teachers not elsewhere categorized.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

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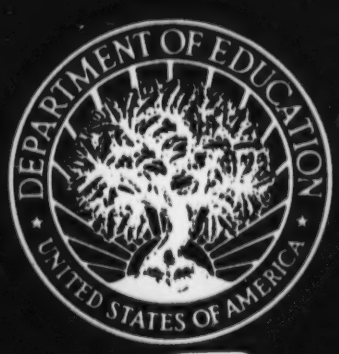

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